


Grade 5 – Language Arts Pacing Guide: Includes Writing Process and Genre Types - Oral and Written Conventions

Writing Process (TEKS 16) (ELPS 5 F-G)		Writing Genre Types (TEKS 16, 17, 18,19) (ELPS 5 F-G) <a href="#">K-6 Writing Genre Progression</a> (Link)	Oral and Written Conventions (TEKS 20, 21) (ELPS3-C,D,E,G 7 5-D,E)	Spelling (TEKS 22) (ELPS 5C)
	Plan (15A)	<b>Literary Text (16A, B)</b> Students write literary texts to express their ideas and feeling about real or imagined people, events and ideas.	Students understand the function of and use the conventions of academic language when speaking and writing (20 A, B,C)	Correctly using Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction, should cover the topics below (22 A,B,C,D,E)
	Draft (15B)	<b>Personal Experiences (17)</b>	Handwriting, Capitalization and punctuation (21A,B,C,)	
	Revise (15C)	<b>Expository / Procedural (18A,B,C)</b>		
	Edit (15D)	<b>Persuasive (19)</b>		
	Publish (15E)			

Writing Process (TEKS 15)	Writing Genre Types (TEKS16, 17, 18, 19)	Oral and Written Conventions (TEKS 20, 21)	Spelling (TEKS 22)															
<p>(A) <b>Plan</b> – <i>Select a genre</i> appropriate for conveying the intended meaning <i>to an audience</i> determining <i>appropriate topics</i> through a range of strategies (e.g. discussion, background reading, personal interests, interviews) <i>and developing a thesis</i> or controlling idea</p> <ul style="list-style-type: none"><li>Genre, audience, purpose, thesis</li></ul> <p>(B) <b>Develop drafts</b> by choosing appropriate organizational strategy (e.g. sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized and coherent piece of writing.</p> <ul style="list-style-type: none"><li>Organizational strategy</li></ul> <p>(C) <b>Revise</b> drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions, by adding, deleting, combining and rearranging sentences or larger units of text after rethinking how well questions or purpose, audience and genre have been addressed</p> <ul style="list-style-type: none"><li>Aim for clarity – check to see genre, audience, form and purpose support the thesis</li><li>Conferencing techniques (teacher / student)</li></ul> <p>Strategies:</p> <ul style="list-style-type: none"><li>Show Not Tell</li><li>Though Shots</li><li>Exploding the moment</li></ul> <p>(D) <b>Edit drafts</b> for grammar, mechanics, and spelling</p> <p>(E) <b>Revise again &amp; Publish written</b> work for a specific audience <a href="#">Ways to Publish</a></p>	<p><b>Click on each text type for genre attributes; a bibliography of mentor texts, teaching tips, rubrics etc.</b></p> <p><b>Literary Text (16A, B)</b></p> <p>(A) <u>Write imaginative stories</u> include</p> <ul style="list-style-type: none"><li>clearly defined focus, plot, and point of view</li><li>specific, believable setting created through sensory details</li><li>dialogue that develops the story</li></ul> <p>(B) <u>Write poems</u> using</p> <ul style="list-style-type: none"><li>poetic techniques – alliteration, onomatopoeia</li><li>Figurative language – similes, metaphors</li><li>Graphic elements – CAPITAL Letters and line length</li></ul> <p><b>Personal Experiences (17)</b> Students are expected to write thoughts and feeling about an experience</p> <p><b>Expository / Procedural (18A,B,C)</b> students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes</p> <p>(A) <u>Create a multi-paragraph essay</u> to convey information about the topic <u>that</u></p> <ul style="list-style-type: none"><li>(i) presents effective introductions and concluding paragraphs</li><li>(ii) guides and inform the reader's understandings of key ideas and evidence</li><li>(iii) includes specific facts, details, and examples in an appropriately organizes structure</li><li>(iv) uses a variety of sentence structures and transitions to link paragraphs</li></ul> <p>(B) <u>Write informal and formal letters</u> that convey ideas, include important information, demonstrate a sense of closure and use appropriate conventions (e.g. date, salutation, closing)</p> <p>(c) <u>Write responses</u> to literary or expository and provide evidence from the text to demonstrate understanding</p> <p><b>Persuasive (19)</b> Students are to write persuasive texts to influence the attitudes or actions of a specific audience on specific issues that include sound reasoning, detailed and relevant evidence, and consideration of alternatives. <a href="#">Overview</a></p>	<p>(A) <b>Parts of Speech</b> in <u>context of</u> Reading, writing, speaking</p> <ul style="list-style-type: none"><li>(i) Verbs – irregular verbs and active voice</li><li>(ii) Nouns – collective nouns (e.g. <i>class, public</i>)</li><li>(i) Adjectives – descriptive including origins; (French windows, American cars) and their comparative and superlative forms (e.g. good, better, best)</li><li>(iv) Adverbs – (e.g. frequency: usually, sometimes; intensity: almost, a lot)</li><li>(iv) Prepositions and prep phrases – to convey location, time, direction, or to provide details</li><li>(v) Indefinite pronouns (e.g. all, both, nothing, anything)</li><li>(vi) Subordinating conjunctions (e.g. while, because, although, if)</li><li>(viii) Time order transition words (e.g. also, therefore)</li></ul> <p>(B) <b>Complete subject / complete predicate</b></p> <p>(C) <b>Complete simple and compound sentences w/ subject / verb agreement</b></p> <p><b>Handwriting, Capitalization / Punctuation (21)</b></p> <p>Uses capitalization for:</p> <ul style="list-style-type: none"><li>(A) abbreviations - (i) initials, acronyms (ii) organizations (iii)</li><li>(B) Recognize and use punctuation marks including (B) commas in compound sentences (i) proper punctuation and spacing for quotations</li><li>(C) Uses mechanics including italics and underlining for titles and emphasis</li></ul> <div><p><b>BIG IDEA 1:</b> We study oral and written conventions [parts of speech, handwriting, capitalization and punctuation] on ad daily basis integrated during shared writing and reading instruction, <u>not in isolation</u>.</p><p><b>BIG IDEA 2:</b> Oral and written conventions are among the tools we use to make meaning. Conventions and word choice (i.e. adjectives, adverbs) make reading and writing more</p></div>	<p>Students spell correctly. Students are expected to:</p> <ul style="list-style-type: none"><li>(A) Spell words with more advanced orthographic patterns and rules</li><li>(i) Plural rules ( -f to –v and add –es leaf-leaves)</li><li>(ii) Irregular plurals( man/men; foot, feet, child, children</li><li>(iii) Double consonants in middle of word</li><li>(iv) Other ways to spell sh ( -sion, -tion, -cian)</li><li>(v) Silent letters ( knee, wring)</li></ul> <p>(B) Spell words with:</p> <ul style="list-style-type: none"><li>(i) Greek Roots (e.g. tele, photo, graph, meter)</li><li>(ii) Latin Roots (e.g. sccec, scribe, rupt, port, ject, dict)</li><li>(iv) Greek Suffixes ( e.g. -ology, -phobia, -ism, -ist)</li><li>(v) Latin derived suffixes (e.g. -able, -ible, -ance, -ence)</li></ul> <p>(C ) Differentiate between commonly confused terms (e.g. its, it's; affect, effect)</p> <p>(D) Use spelling patterns, rules, print and electronic resources to determine and check correct spellings</p> <p>(E) Use print and electronic devices to check spelling</p> <div><p><b>Six Traits Writing or Using the State Rubric</b></p><p>Near the end of the nine weeks, teachers will score a piece of writing using <i>either</i> the Six Traits or the State Rubric. If using the Six Traits Rubric, teachers will enter the data into the district data system. (Using proper conventions is an expectation and not assessed in isolation – either rubric.) State: Score on campus.</p><p>--Students should score a 4 or 5 on the Six Traits of Writing Assessment rubrics to be considered developing as expected.</p><p>--Students should score a 3 or 4 on the State Rubric to be considered developing as expected.</p><table><tr><th>Quarter</th><th>Six Traits</th><th>State</th></tr><tr><td>First 9 Weeks</td><td>Ideas</td><td>Focus / Coherence</td></tr><tr><td>Second 9 Weeks</td><td>Organization</td><td>Organization</td></tr><tr><td>Third 9 Weeks</td><td>Voice &amp; Word Choice</td><td>Voice</td></tr><tr><td>Fourth 9 Weeks</td><td>Sentence Fluency</td><td>Depth of Dev</td></tr></table></div> <div><p><b>Writer's Workshop: Procedures &amp; Routines</b></p><p><b>Personalized writer's notebook</b> to record things students observe, notice and think about (suggested entries)</p><ul style="list-style-type: none"><li>Memories</li><li>Observations of things happening around them</li><li>Descriptions of people and places important in their lives</li><li>Opinions</li><li>Wonderings</li><li>Wishes</li><li>Family stories, hobbies, other passions</li></ul></div>	Quarter	Six Traits	State	First 9 Weeks	Ideas	Focus / Coherence	Second 9 Weeks	Organization	Organization	Third 9 Weeks	Voice & Word Choice	Voice	Fourth 9 Weeks	Sentence Fluency	Depth of Dev
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